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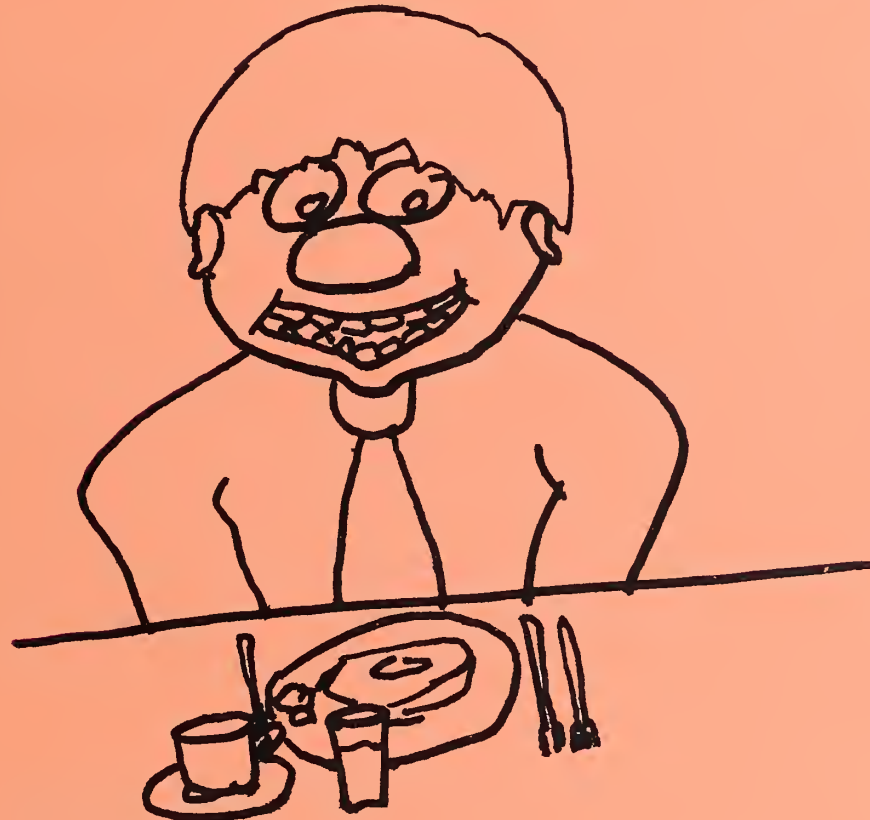
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PERSONAL SERVICES

FOOD PREPARATION



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A C K N O W L E D G M E N T S

The Department of Education acknowledges with appreciation the contribution of the following Ad Hoc Committee members to the preparation of this guide.

PERSONAL SERVICES

Dr. J. D. Harder, Department of Education, Edmonton (Chairman).

Arnold Asquin, Harry Ainlay Composite High School, Edmonton.

Vi Fraser, Alberta Hospital Services Commission, Edmonton.

Grace Hamilton, McKay Avenue School, Edmonton.

Phyllis Mikkelsen, Jasper Place Composite High School, Edmonton.

Katherine Mitchell, Lord Beaverbrook Composite High School, Calgary.

Dorothy Morris, W. P. Wagner School, Edmonton.

Ross Mutton, Forest Lawn Composite High School, Calgary.

John Oluk, M. E. Lazerte Composite High School, Edmonton.

Kay Porterfield, Department of Health, Edmonton.

David Sherwin, Lindsay Thurber Composite High School, Calgary.

Lena Versendaal, Ernest Manning Composite High School, Calgary.

Berneice MacFarlane, Department of Education, Edmonton.

A. A. Day, Department of Education, Edmonton, (Secretary).

NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Industrial Education Programs. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial arts and vocational education culminating in on-the-job experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are:

1. To provide students with the curriculum content designed to develop fundamental tool and procedural skills which help them to enter a family of occupations.

2. To provide students with courses that serve as vehicles which help them relate their academic knowledge to vocational competencies.
3. To provide students the opportunity to develop basic competencies, both academically and in work skills to enter either a job or a post-high school institution for further education.
4. To provide students with the environment whereby they may develop sound attitudes and acceptable work habits, and achieve a feeling of accomplishment.

B. Personal Services Career Field Objectives

The Personal Services courses should give students an opportunity to:

1. Gain an understanding of the career field.
2. Promote a concept of personal service and assist the student to develop an individual's well-being and health.
3. Develop the basic skills and knowledge necessary for entry into a job or post-secondary educational institutions.

C. Major Area of Study Objectives

The Food Preparation courses should give students an opportunity:

1. To increase their knowledge and skills related to food preparation and management.
2. To develop attitudes necessary for the successful food preparation worker.
3. To prepare themselves for a job or post-secondary education in the food preparation field.
4. To recognize and develop interests and talents related to food preparation.

III. EVALUATION

Evaluation of student growth should be based on stated behavioural changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers. Their categories are as follows:

- a. Verbal and Written Communication
- b. Personal Growth
- c. Manipulative Skills

The weighting given each of the three measures will depend on the nature of the behaviour being evaluated. For a more detailed treatment of evaluation see the Industrial Education Handbook.

IV. ORGANIZATION

A. Guide Organization

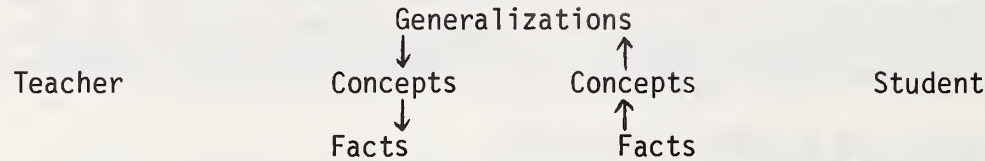
The course Guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.
2. Generalization: The main generalization or "big" idea that students should learn follows each topic.
3. Concepts: The concepts divide the topic into the teaching component. They give more direction on specific areas that should be studied.
4. Behavioural Objectives: These describe specific changes in student behaviour which result from the learning tasks he performs.

The Guide gives only a few sample behavioural objectives. It is the responsibility of the teacher to develop as many behavioural objectives as he can teach in the time available.

Facts are taken to be items of specific information, concepts are categories of information, and generalizations express the relationship between concepts.

In planning a lesson, the teacher moves down this hierarchy, whereas in learning the student begins with facts and moves upward.



B. Program Organization

1. Program Description

The Food Preparation modules give students the opportunity to learn about and practise the various skills related to the foods industry. They will learn about the foods, their preparation, sanitation, and methods of serving customers. They will learn to use kitchen equipment. Their activities will include the preparation and serving of all types of foods. In the process they will learn about the trade, job opportunities, business practices and enough skills to get a job, go into apprenticeship or otherwise enhance their avocational interests.

2. Organization of Majors

The Food Preparation program consists of from 40 to 45 credits if all modules are studied for maximum time. Entry into the major is through Food Preparation 12 or Food Science 10. The sequence of teaching the modules may vary in accordance with the chart on page 6.

In addition to the modules set out in the major for Food Preparation, a student may select modules designated as minors. These are normally the first level or introductory course to the area. A minor might be Beauty Culture 12 or Health Services 12.

Some students may desire to take only a few modules in a major area as a supplement to their academic program or they may broaden their selection to other career fields. The scope of the Industrial Education program allows the flexibility necessary for the program to be tailored to meet the interests and needs of the individual class or student.

Once a student has enrolled in a "22" or second level course, he may also select modules from a minor field. Minors for which grants are available are listed on the chart.

Students may find some of the courses in the listed related field beneficial to their career program development. They are encouraged to take them even though these related courses are not supported by special grants.

3. Facility Organization

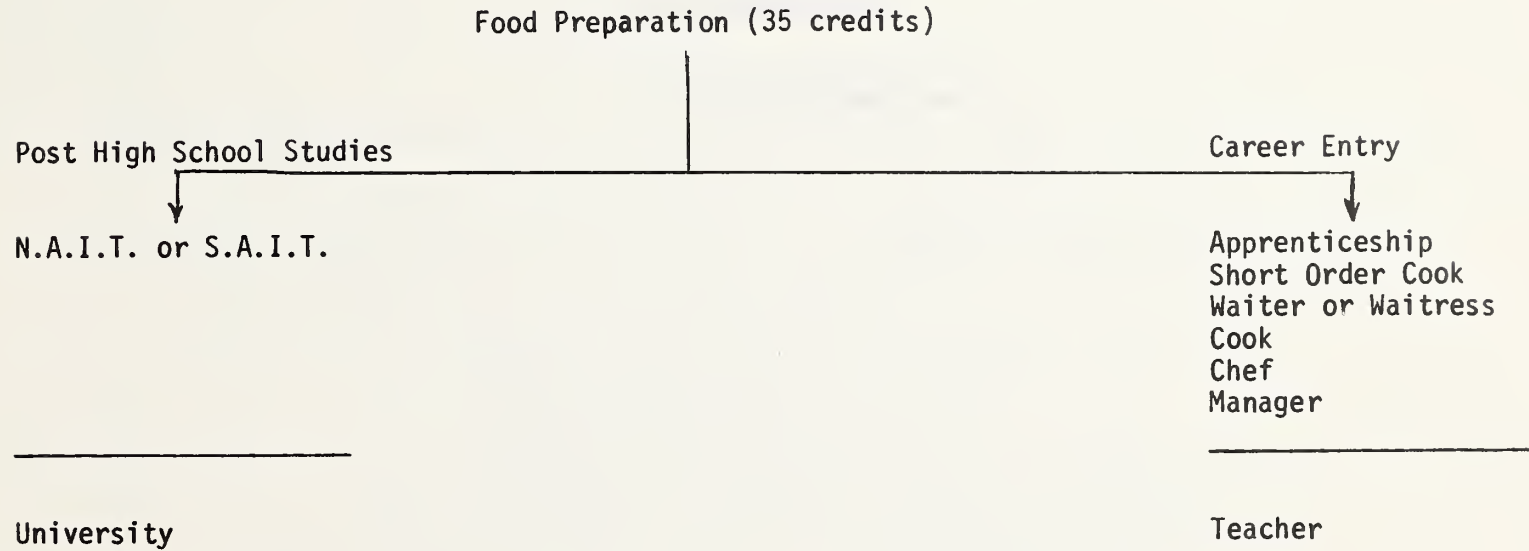
The organization of the physical facilities is in part determined by the original plan. There are however adjustments that can be made in the layout by the teacher to accommodate his/her style of teaching. The number of students in a class affects the way the lab or shop is organized. While most of the shops in Alberta are designed for 16 to 20 students, a number of factors must be considered in the final assignment of class load. These factors include:

1. physical size of the shop or laboratory
2. type of student
3. amount of equipment
4. type of programming
5. type of course
6. training and experience of the teacher.

Safety of the students and their opportunity to obtain teacher contact are important considerations when class loads are determined.

V. CAREER OPPORTUNITIES

Students having taken all or most of the modules in the Food Preparation major may look forward to the following career areas:



VI. FOOD PREPARATION

1. Food Preparation 12

INTRODUCTION

Food Preparation 12 is an introductory course about food and the food preparation industry. Students will spend much of their time in practical work such as preparing food and acquiring skill with kitchen tools and equipment. Students will learn about the food industry, nutrition, sanitation and safety.

I. OBJECTIVES

The objectives of Food Preparation 12 are:

1. To assist the students in becoming aware of the broad range of career opportunities related to the foods field.
2. To familiarize the students with the tools, equipment and materials related to commercial food operations.
3. To assist the student in understanding the importance of nutrition.

II. Content Summary

1. Opportunities in the food service industry.
2. Utensils and cooking equipment.
3. Tools and processes used to serve and portion foods.
4. Tool processes used to cut, form and mix foods for cooking.
5. Safety in the kitchen.
6. Storage of food.
7. Cleaning and sanitation.
8. Measuring and planning.
9. Basic nutrition and menu planning.
10. Practical cookery.

III. REFERENCES

Haines. *Food Preparation for Hotels, Restaurants and Cafeterias*. American Technical Society, 1973.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY

Major: Food Preparation

Generalization A: A knowledge of food service outlets and their operations is the first requirement to decision-making regarding acquiring skills and knowledge which will secure initial employment.

Course: Food Prep. 12

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|---|---|
| 1. Types of Food Outlets | | <p>The student will:</p> <p>a. Identify the many food outlets and the varied services rendered.</p> <p>(i.) Commercial-Profit</p> <ul style="list-style-type: none"> - Hotels <ul style="list-style-type: none"> - dining rooms - dining lounges - coffee shops - cafeterias - room service - Restaurants <ul style="list-style-type: none"> - atmosphere - service at lunch counter, snack bar, fountains - take out service - drive-ins - Caterers <ul style="list-style-type: none"> - banquet - special occasion and parties - industrial - camps, airline - mobile units | <ol style="list-style-type: none"> 1. List types of food establishments and give examples of each to be found in the immediate community. 2. Describe the services rendered by each type of establishment named. 3. Name the various products needed to operate these establishments and their sources. 4. Take field trips to these establishments. 5. Have personnel from these establishments discuss and explain their types of operation. | <p>Field trips.</p> <p>Personnel from industry.</p> |

Notes:

Topic I. OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|---|--------------------|-----------|
| 2. Related Industries | | <p>The student will:</p> <ul style="list-style-type: none"> - Private Clubs - Tea Rooms <p>(ii.) Institutional, Profit-Subsidized</p> <ul style="list-style-type: none"> - Industrial cafeterias and restaurants - Vending machines - Hospitals <ul style="list-style-type: none"> - patient meals - employee meals - Restaurants for the public - Nursing Homes <ul style="list-style-type: none"> - patient meals - employee meals - Schools, Colleges <ul style="list-style-type: none"> - cafeterias - restaurants - vending machines <p>b. recognize related industries.</p> <p>(i.) Production</p> <ul style="list-style-type: none"> - dairy processing plants - canneries - frozen food plants - meat, poultry and fish purveyors | | |

Notes:

Topic I. OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| | 8 hrs. | <p>The student will:</p> <ul style="list-style-type: none"> - vegetable oil extraction plants - shortening manufacturers - bakeries <p>(ii.) Distribution</p> <ul style="list-style-type: none"> - wholesale grocers - supermarkets - meat and produce markets <p>(iii.) Transportation</p> <ul style="list-style-type: none"> - rail, air, water, motor vehicle <p>c. identify a number of combinations possible among these outlets.</p> | | |

Notes:

Generalization B: Utensils and equipment to heat food are necessary to cooking.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| 1. Cooking Utensils | 2 hrs. | The student will: a. identify the proper use of cooking utensils. | | |
| 2. Cooking Equipment | 3 hrs. | a. use or describe the proper use of the following equipment: - kitchen range and oven - griddles and broilers - deepfryer - bakers and/or convection oven - steam kettle and steam oven - microwave oven | | |

Notes:

Topic III: TOOLS AND PROCESSES USED TO SERVE AND PORTION FOODSGeneralization C: Through the use of tools and measuring devices, foods are portioned and served.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|-------------------------------|--------------|---|--------------------|-----------|
| 1. Measuring and Serving Food | 3 hrs. | <p>The student will:</p> <p>a. identify and demonstrate the proper use of the following serving tools:</p> <ul style="list-style-type: none"> - solid spoon - slotted spoon - perforated spoon - pom-tongs - pie server <p>b. identify and operate for serving and portion control the following tools:</p> <ul style="list-style-type: none"> - ladles and scoops (various sizes) - portion scale | | |
| 2. Spreading and Lifting | 1 hr. | <p>a. identify and demonstrate the proper use(s) of the following tools:</p> <ul style="list-style-type: none"> - palet knives - spatulas | | |

Notes:

Topic III: TOOLS AND PROCESSES USED TO SERVE AND PORTION FOODS (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|---|--------------------|-----------|
| 3. Mixing | 3 hrs. | <p>The student will:</p> <ul style="list-style-type: none"> a. identify and demonstrate the proper use of the following mixing tools: <ul style="list-style-type: none"> - French whip - wire whip - balloon whip - wooden spoon - spatula b. operate an electric mixmaster. c. operate a Blakeslee or Hobart mixer. | | |

Notes:

Topic IV: TOOL PROCESSES USED TO CUT, FORM AND MIX FOODS FOR COOKING

Generalization D: Through the use of tools and machines foods are cut, mixed and formed for cooking.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Cutting | 4 hrs. | <p>The student will:</p> <p>a. identify and demonstrate the proper use of the following tools:</p> <ul style="list-style-type: none"> - French knife - carving knife - paring knife - steak knife - butcher's knife - boning knife - fruit knife - handsaws - pork cleaver - meat cleaver <p>b. use the power slicer to cut up foods.</p> <p>c. use the butcher's power saw to cut up meats.</p> <p>d. use other power attachments such as dicer, shredders, choppers, etc.</p> <p>e. operate potato peeler.</p> | | |

Notes:

Generalization F: Foods must be properly handled and stored.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|--|
| 1. Fresh Foods | 4 hrs. | <p>The student will:</p> <ul style="list-style-type: none"> a. identify proper storage and handling procedures for fresh foods <ul style="list-style-type: none"> - meats - milk - eggs - citrus fruit - bananas - apples - root vegetables - leafy vegetables - gourd vegetables b. identify proper storage and handling procedures for dry foods: <ul style="list-style-type: none"> - cereal grains - cereal flours c. identify proper storage and handling procedures for: <ul style="list-style-type: none"> - canned foods - frozen foods | | Visit to food warehouse and/or a meat packing plant. |

Notes:

Topic VII: CLEANING AND SANITATION

Generalization G: The practice of personal cleanliness and a knowledge of safe food practices is vital to the operation of the food service industry.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|--------------|---|--------------------|--|
| 1. Personal Cleanliness 2. Cleaning and Washing 3. Refrigerator Care and Cleaning 4. Dishwashing | | The student will: <ol style="list-style-type: none"> a. discuss and identify safe standards of personal cleanliness. a. describe and practise proper cleaning and/or washing of utensils, equipment, tables, blocks and floors. a. discuss refrigerator care, and practise proper cleaning procedures. a. describe the correct procedure, temperature rinse, and drying method for dishes washed by hand. b. describe the operation of a machine dishwasher. c. list the critical temperatures and procedures associated with machine dishwashing. d. list several types of machine dishwashers. | | Lecture and discussion led by Public Health Inspector. |

Notes:

Topic VII: CLEANING AND SANITATION (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|-----------------|---|--------------------|-----------|
| 5. Safe Food Practices and Temperatures | 10 hrs. | <p>The student will:</p> <ol style="list-style-type: none"> a. identify and demonstrate safe food practices. b. list and explain the safe temperatures for foods. | | |

Notes:

Generalization H: Measuring and planning are part of Food Preparation activity.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|---------------|---|---|-----------|
| <p>1. Measuring ingredients</p> <ul style="list-style-type: none"> - weight - volume - number <p>2. Metric System</p> <p>3. Planning for Cooking</p> | <p>2 hrs.</p> | <p>The student will:</p> <ul style="list-style-type: none"> a. demonstrate correct measuring techniques for different types of ingredients. b. explain the difference between Imperial and U.S. measure and the implications. c. demonstrate some facility with recipe conversion. d. discuss the advantages of measuring by weight. <ul style="list-style-type: none"> a. understand and use the metric system in cooking. a. exhibit planning in his work activity. | <p>Demonstrate that 1 cup is not 8 ozs. but is 8 fl. ozs. of water. Bring out implications of this.</p> | |

Notes:

Topic IX: BASIC NUTRITION AND MENU PLANNINGGeneralization I: A basic knowledge of nutrition is vital to personal well-being.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|-----------------|---|--------------------|---|
| 1. Foods for Energy | | The student will: a. describe the relationship of food to energy. b. describe the situation of the body with energy foods in excess of needs. | | Hospital Dietician or Local Home Economist. |
| 2. Foods for Health, Growth, and Maintenance | 6 hrs. | a. list the major nutrients and describe their importance to health, growth, and maintenance. | | |

Notes:

Topic X: PRACTICAL COOKERYGeneralization J: Practical cooking experience will assist in student motivation.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|------------------------------|--------------|---|--------------------|-----------|
| 1. Stocks, Soups, and Sauces | 15 | The student will: a. explain the preparation of two types of stock. b. prepare or describe the preparation of a white sauce. c. prepare or describe the preparation of two soup types. | | |
| 2. Vegetable Cookery | 10 | a. prepare or explain the preparation of : - three vegetable dishes. - three potato dishes. | | |
| 3. Party Work | 10 | a. prepare or explain the preparation of: - two types of salads - three types of sandwiches. | | |
| 4. Meat Cutting and Cooking | 20 | a. diagram the breakdown of a side of beef and a side of pork. b. explain the preparation of or prepare two or three simple meat entrees. | | |

Notes:

Topic X: PRACTICAL COOKERY (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 5. Pastry and Baking | | a. describe or demonstrate the preparation of: <ul style="list-style-type: none"> - short pastry. - fruit pies. - two types of muffins. - two types of fruit loaves. | | |

Notes:



VI. FOOD PREPARATION

2. Food Preparation 22A
(Kitchen Production)

INTRODUCTION

This module introduces students to food preparation on a commercial scale. The emphasis will be on the preparation of vegetables, stocks, soups, simple sauces, meat dishes and desserts.

I. OBJECTIVES

The objectives of Food Preparation 22A are to:

1. Introduce the student to the principles and practices of preparing foods on a commercial scale.
2. Provide students with practice in production techniques and develop food preparation skills.

II. CONTENT SUMMARY

1. Vegetable cookery
 - classification
 - standards
 - cooking techniques
2. Stocks
3. Soups
 - classification
 - standards
 - garnishes
4. Sauces
5. Gravies
6. Meats
7. Desserts and short pastry products.

III. REFERENCES

Morgan. *Supervision and Management of Quantity Food Preparation*. McCutchan Publishing, 1974.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Career Field: Personal Services

Topic I: VEGETABLE COOKERY

Major: Food Preparation

Generalization A: Application of the principles of vegetable cookery is essential in the preparation of high quality vegetables.

Course: 22A

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|---|
| <u>Vegetables</u> 1. Classification | 25 hrs. | The student will: a. classify vegetables as to: (i.) parts of plant - roots, - stems - leaves - vegetable fruits and flowers (ii.) color - anthocyanin - flavones - carotenes - chlorophylls (iii.) type - high moisture and mild flavor - high moisture and strong flavor - moist starchy - dry starchy | | <u>Preparation and Management of Quantity Food Production - Morgan.</u> <u>Food Preparation for Hotels, Restaurants and Cafeterias - Haines.</u> <u>The Professional Chef Folsom, Le Roi.</u> |

Notes:

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--|-----------|
| 2. Standards | | <p>The student will:</p> <ul style="list-style-type: none"> a. identify the factors used as a basis for judging cooked vegetables <ul style="list-style-type: none"> - flavor - texture - appearance. b. identify the compounds making up the skeletal structure of plants. <p>Fiber structure</p> <ul style="list-style-type: none"> - cellulose - pectin - effect of heat on fibre structure and color - effect of acid sugar and alkali on the fiber structure. c. apply the principles of vegetable cookery. d. classify vegetables according to stated methods and list the principles involved in cooking each. e. describe the different procedures used in preparation <ul style="list-style-type: none"> - washing - paring - trimming - cutting & shaping - soaking | <p>Develop a work simplification plan for vegetable preparation.</p> | |

Notes:

Topic I: VEGETABLE COOKERY (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| 3. Cooking Techniques | | <p>The student will:</p> <ul style="list-style-type: none"> f. identify factors that cause losses in <ul style="list-style-type: none"> - quality - nutrition - edibility. g. identify the method of cooking <ul style="list-style-type: none"> (i.) when purchases are <ul style="list-style-type: none"> - fresh - frozen - canned. (ii.) based on moisture content. a. practice a variety of cooking techniques such as <ul style="list-style-type: none"> - boiling - steaming - baking and oven braising - deep frying - grilling or sautéing - oven roasting - broiling. b. prepare a variety of vegetable dishes. c. evaluate the vegetables before and after cooking. d. demonstrate ways of using left-over vegetables. | | |

Notes:

Topic II: STOCKS

Generalization B: The quality of many foods made in the kitchen is directly related to the quality of the stock.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|--|
| 1. Stocks (i.) Types - white - brown (ii.) Ingredients | 10 hrs. | The student will: a. define a stock. b. distinguish between a stock, broth and bouillon. c. describe the glazes and their uses. d. describe the types of stocks. a. identify the type and proportion of ingredients used. b. apply correct procedures to the making of stocks as they relate to: - tools and equipment used - seasonings - mirepoix - bouquet garni - temperatures - clarification - storage. c. make the different types of stocks. | | Morgan Haines <u>Professional Chef</u> |

Notes:

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 3. Garnishes | | <p>The student will:</p> <ul style="list-style-type: none"> a. identify garnishes used with different types of soups <ul style="list-style-type: none"> (i.) vegetable garnishes <ul style="list-style-type: none"> - julienne - brunoise - printaniere - paysanne (ii.) other garnishes <ul style="list-style-type: none"> - meats - cheeses - croutons - creams - dumplings - pancakes b. make the different types of soups. c. make the different types of garnishes. | | |

Notes:

Topic IV: SAUCES (Continued)

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| (iii.) Types | | <p>The student will:</p> <p>a. prepare, or describe the preparation of each of the leading sauces.</p> <p>(i) Warm Sauces -Brown or Espagnole -Bechamel -Velonté -Hollandaise -Tomato</p> <p>(ii) Cold Sauces -Cocktail -Tarter -Dill</p> <p>(iii) Butter Sauces -Lemon -Anchovy -Meunière</p> | | Haines |

Notes:

Topic V: GRAVIES

Generalization E: A gravy must possess all the characteristics of a sauce but still be independent in flavor.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|----------------|
| 1. Gravies | | <p>The student will:</p> <ol style="list-style-type: none"> a. identify the distinction made between a sauce and a gravy. b. describe the different types of gravies <ol style="list-style-type: none"> (i.) pan gravy (ii.) au jus (iii.) thickened <ul style="list-style-type: none"> - roast beef - giblet - country. c. apply the principles to the making of a variety of gravies. | | Morgan Haines. |

Notes:

Topic VI: MEATS

Generalization F: Meat is usually the main item of a meal, and its selection frequently dictates the other foods served.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Meat | 30 hrs. | The student will: <ol style="list-style-type: none"> a. identify the kinds of meat used for food <ul style="list-style-type: none"> - beef - pork - lamb - veal. b. describe the bone structure of each kind. c. relate the commercial and retail cuts to the bone structure. d. describe the methods of grading for each kind. e. identify the other edible parts of animals. | | Haines. |
| 2. Simple Entrées | | <ol style="list-style-type: none"> a. prepare or describe the preparation of ten to twelve entrées. | | |

Notes:

Generalization G: Every cook must be able to prepare a number of different desserts and pies.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Short Pastry | | The student will: a. prepare short pastry. b. prepare and bake a double crust pie c. prepare a cream pie. | | |
| 2. Milk Puddings | | a. prepare milk puddings with and without a packet mix. | | |
| 3. Jello Desserts | | a. prepare jello desserts. | | |

Notes:

VI. FOOD PREPARATION

3. Food Preparation 22B
(Pantry Production)

INTRODUCTION

This module gives students practice in the preparation of food on a commercial scale. Emphasis is placed on sandwiches, salads, garnishes and appetizers. Artistic skills are practised in displaying cold buffets and in the preparation and merchandising of salads and sandwiches.

I. OBJECTIVES

The objectives of Food Preparation 22B are to:

1. Introduce the student to the principles, practices, tools and equipment related to pantry production.
2. Allow students practice in the methods and organization for pantry production.

II. CONTENT SUMMARY

1. Pantry Production
 - sandwiches
 - garnishes
2. Salads
3. Appetizers

III. REFERENCES

Morgan. *Supervision and Management of Quantity Food Production*. McCutchan Publishing, 1974.

Haines, R. G. *Food Preparation for Hotels, Restaurants and Cafeterias*. American Technical Society, 1973.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: PANTRY PRODUCTION (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--------------------|-----------|
| (ii.) Ingredients | | <p>The student will:</p> <ul style="list-style-type: none"> - Cold <ul style="list-style-type: none"> - regular - open-faced - decker - rolled - finger - layered (ii.) Uses <ul style="list-style-type: none"> - meal - snacks - etc. (iii.) Standards <ul style="list-style-type: none"> - freshness - flavor - appearance a. identify the breads used in sandwiches <ul style="list-style-type: none"> (i.) white (ii.) whole wheat, etc. | | |

Notes:

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| (iii.) Garnishes | | <p>The student will:</p> <p>b. identify and use spreads</p> <ul style="list-style-type: none"> (i.) butter, margarine (ii.) salad dressing (iii.) etc. <p>c. identify and use fillings</p> <ul style="list-style-type: none"> (i.) chopped vegetables (ii.) chopped meats (iii.) cheeses, eggs, etc. <p>a. recognize the suitability of a garnish for a sandwich on the basis of</p> <ul style="list-style-type: none"> - form - texture - color - flavor. <p>b. identify and use the following garnishes</p> <ul style="list-style-type: none"> - lettuce - parsley - radishes - nuts - tomatoes | | |

Notes:

Topic I: PANTRY PRODUCTION (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| <p>(iv.) Production Techniques</p> <p>(v.) Sandwich Storage</p> <p>3. Fancy Sandwiches</p> | | <p>The student will:</p> <ul style="list-style-type: none"> - pickles - others as available. <p>a. develop the skill of sandwich making by practising</p> <ul style="list-style-type: none"> - portion control - cutting and arranging - handling. <p>a. store sandwiches by</p> <ul style="list-style-type: none"> - wrapping - refrigerating - freezing. <p>a. distinguish between canapés and fancy sandwiches.</p> <p>b. develop skill in making fancy sandwiches using various breads and fillings.</p> | | |

Notes:

Topic II: SALADSGeneralization B: A salad is a combination of ingredients served with a dressing.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| <p>1. Salads</p> <p>(i.) Classes and Uses</p> <p>(ii.) Standards</p> <p>(iii.) Ingredients</p> <ul style="list-style-type: none"> - Types - molded - fruit - vegetable - leafy green - meat - seafood | | <p>The student will:</p> <p>a. identify salads which would be appropriate for various purposes in a meal:</p> <p>(i.) Classes</p> <ul style="list-style-type: none"> - hot - cold <p>(ii.) Uses</p> <ul style="list-style-type: none"> - appetizers - entrées - accompaniment - dessert <p>a. recognize quality on the basis of</p> <ul style="list-style-type: none"> - flavor - texture - appearance <p>a. list the parts of a salad.</p> <p>b. list the types of underliners.</p> <p>c. describe types of salad body</p> <ul style="list-style-type: none"> - seafood - vegetables - fruits, etc. | | |

Notes:

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|---|--------------------|-----------|
| <ul style="list-style-type: none"> - Selection - Arrangement (iv.) Garnishes <ul style="list-style-type: none"> - purposes - types (v.) Dressings | | <p>The student will:</p> <ul style="list-style-type: none"> d. list rules for selecting and preparing ingredients. e. practise making and arranging salads. a. list the purposes of garnishes and their selection. a. prepare mayonnaise. b. prepare French dressing. c. prepare other varieties. | | |

Notes:

Topic III: APPETIZERSGeneralization C: Appetizers are small foods used to whet the appetite.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| 1. Appetizers (i.) Types (ii.) Garnishes (iii.) Storage | | The student will: a. identify and prepare a number of appetizers such as - hors d'oeuvres - cocktails - canapés - relishes - dips - petite salads - soups and consommés. a. identify garnishes such as - fruits - vegetables - eggs - nuts - other. a. describe and practice safe storage procedures. | | |

Notes:



VI. FOOD PREPARATION

4. Food Preparation 22C

(Short Order)

INTRODUCTION

This module on short order cooking gives students the opportunity to practice the skills and use the knowledge essential to the proficient short order cook.

It is assumed that the students have already developed some skills and this experience can be put to direct use.

I. OBJECTIVES

The objectives of Food Preparation 22C are to:

1. Allow the students to practice short order cooking.
2. Provide information to the students on the practices and principles associated with short order cooking.

II. CONTENT SUMMARY

1. Beverages
2. Eggs
3. Dairy products
4. Use of fats and oils
5. Cereals and breakfast foods
6. Serving food
7. The menu

III. REFERENCES

Morgan. *Supervision and Management of Quantity Food Preparation*. McCutchan Publishing, 1974.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Career Field: Personal Services

Topic I: SHORT ORDER COOKING

Major: Food Preparation

Generalization A: The short order cook requires skill in a variety of kitchen and serving techniques.Course: 22C
Short Order

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| 1. Beverages (i.) coffee (ii.) tea (iii.) cocoa (iv.) milk (v.) fruit juices (vi.) punches | | The student will: a. recognize standards for good beverages - aroma - flavor - clarity - color - density - serving temperature. b. apply the principles of making quality hot beverages - quality and blend of green beans - handling prior to roasting - roasting - grinding - storage - water - equipment - brewing. | | |

Notes:

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| <p>(iii.) principles</p> <p>(iv.) methods of cooking</p> | | <p>The student will:</p> <ul style="list-style-type: none"> - Shirred - scrambled - egg dishes <ul style="list-style-type: none"> - French omelet - soufflé. <p>d. describe the physical change in eggs that occurs with the application of heat</p> <ul style="list-style-type: none"> - coagulation - formation of sulfides. <p>e. practise egg cookery</p> <p>(i.) Water</p> <ul style="list-style-type: none"> - boiling - coddling - poaching <p>(ii.) Dry heat</p> <ul style="list-style-type: none"> - fried - shirred - scrambled - omelets - soufflés | | |

Notes:

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| (v.) processed eggs | | The student will: f. describe the correct use of processed eggs - frozen - dried. | | |

Notes:

Topic II: DAIRY PRODUCTS

Generalization B: In addition to the use of milk as a beverage it is useful for suspending or dissolving many ingredients used in cooking.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|-----------------------------|--------------|--|--------------------|-----------|
| 1. Types of Dairy Products. | | <p>The student will:</p> <p>a. identify the types of dairy products used in cookery</p> <ul style="list-style-type: none"> - fresh milk - cream - fresh skimmed milk - evaporated milk - condensed milk - powdered milk - buttermilk - yogurt - butter - cheese. | | |
| 2. Processes | | <p>a. explain the processes and principles applied to preparing and storing dairy products</p> <ul style="list-style-type: none"> - curdling - clabbering - pasteurization - foams - creams - cheeses. | | |
| 3. Preparation | | <p>a. recognize a variety of cheeses and cheese dishes.</p> | | |

Notes:

Topic II: DAIRY PRODUCTS (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|---|--------------------|-----------|
| | | <p>The student will:</p> <ul style="list-style-type: none"> b. recognize quality in cheese products. c. prepare a variety of cheese dishes. | | |

Notes:

Topic IV: FATS AND OILS

Generalization C: Foods cooked in fats and oils are a very important part of any restaurant menu.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Fats and Oils | | <p>The student will:</p> <ol style="list-style-type: none"> a. identify the uses of fats in the kitchen. b. describe the composition of fats. c. describe the various fats used as frying mediums. d. practise proper care in using utensils. e. recognize proper temperatures for certain foods when frying. f. practise cooking with fats. | | |

Notes:

Topic IV: CEREALS AND BREAKFAST FOODS

Generalization D: The preparation of cereals and breakfast foods is part of the skill required by the short order cook.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| 1. Cereal Cookery | | <p>The student will:</p> <p>a. identify a variety of foods used as breakfast foods, e.g.</p> <ul style="list-style-type: none"> - cereals - eggs - meats - pancakes - fruits, etc. <p>b. apply the principles of cereal cooking.</p> | | |

Notes:

Topic V: SERVING FOOD (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 3. Counter Service | | The student will: a. practise and demonstrate proper counter service techniques - portion control - sample plates - sanitation - merchandising. | | |
| 4. Fountain Service | | a. serve ice cream and beverages. | | |
| 5. Techniques | | a. use a variety of techniques in preparing food - Safety in Cutting - slice - chop - dice - mince - grind - shred - score. | | |

Notes:

Topic VI: MENUGeneralization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Short Order Menu | | <p>The student will:</p> <p>a. prepare a short order menu with recognition of à la carte items</p> <p>(i.) appetizers</p> <ul style="list-style-type: none"> - soups - relishes - cocktails - salads <p>(ii.) Entrées</p> <ul style="list-style-type: none"> - meats - salads - sandwiches - vegetables - egg dishes <p>(iii.) Desserts</p> | | |
| 2. Equipment | | <p>a. explain the use of a micro-wave oven and use it safely.</p> | | |

Notes:



VI. FOOD PREPARATION

5. Food Preparation 32A
(Kitchen Production)

INTRODUCTION

This module on kitchen production is a continuation of work begun in Food Preparation 22A and is open to any student who has credit for the same. Emphasis is placed on gaining more in-depth knowledge of the structure and cooking of meat and on the preparation of a variety of sauces, soups, salads and vegetable dishes.

I. OBJECTIVES

The objectives of Food Preparation 32A are to:

1. Familiarize the students with the structure and composition of meat.
2. Allow students to practice cutting meat.
3. Provide students with the opportunity to practice meat cookery.
4. Provide students with the opportunity to prepare a wide range of soups, sauces and vegetable dishes.

II. CONTENT SUMMARY

1. Meat
2. Fish
3. Poultry
4. Sauces soups, salads and vegetable dishes
5. Serving the public.

III. REFERENCES

Canada Department of Agriculture. *Meat, How to Buy - How to Cook*. Queen's Printer, Ottawa, 1968.

Folsom, Le Roi. (Ed.) *The Professional Chef*. Institution/Volume Feeding Management, Chicago, Illinois, 1971.

Frank, Jeanette. *The Modern Meat Handbook*. Bobbs-Merrill Co. Inc., New York.

Lundberg, Donald E., and Kotschevar, Lendal M. *Understanding Cooking*. Gazette Printing Co. Inc., Northampton, Mass., 1965.

Meat Evaluation Handbook. National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois, 1969.

Morgan. *Supervision and Management of Quantity Food Production.* McCutchan Publishing Co., Berkeley, California.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Career Field: Personal Services

Topic I: MEAT

Major: Food Preparation

Generalization A: The proper cooking of meat (including fish, poultry, and game) depends upon; a) its fibre structure, b) its fat and moisture content, c) the amount and type of connective tissue, and d) the preferences of those who will consume it.

Course: 32A
Kitchen Production II

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|---|--|--|
| 1. Meat Composition - muscle tissue - meat fibres - fat and marbling - connective tissue - moisture content - bone structure | 10 hrs. | The student will explain: a. the connection between muscle tissue and value of meat. b. the effects of the fibrous structure of meat. c. how fat is distributed in meat. d. the effects of fat content during cooking. e. the appearance and types of connective tissue in meat. f. modification of connective tissue by aging, tenderizing, and cooking. g. how moisture is distributed in meat. h. how moisture content is affected by factors such as age of animal, feeding practices, etc. | Cutting meat carcasses. Examining muscle and connective tissue in meat. Examining meat for its grain. Preparation and examination of microscopic slides. Cooking and observation of effects of cooking meat samples. | Visit meat packing plant. Meat grader at plant. |

Notes:

Topic I: MEAT (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---------------------------------|--------------|--|---|-----------|
| 2. Meat Cookery (i.) Methods | 6 hrs. | <p>The student will explain:</p> <ul style="list-style-type: none"> i. how moisture content is affected by cooking. j. modification of cooking processes according to moisture content of meat. <p>The student, given a carcass of meat, will:</p> <ul style="list-style-type: none"> a. name and identify the whole-sale cuts. b. explain the cooking processes which can be used for each cut and tell why the methods are suitable. c. explain how the principles of cookery relate to poultry, fish and game. <p>The student will:</p> <ul style="list-style-type: none"> a. describe and practise the different methods of cooking meat, selecting the cuts and equipment for each method | <p>Study of meat cutting charts. Demonstrations by professional meat cutters. Meat cutting and cooking.</p> <p>Cooking of poultry, game, and fish dishes.</p> | |

Notes:

Topic I: MEAT (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| (ii.) Principles | | <p>The student will:</p> <p>(i.) Dry Heat</p> <ul style="list-style-type: none"> - broiling - roasting - barbecuing - sautéing - deep frying - ovenizing <p>(ii.) Moist Heat</p> <ul style="list-style-type: none"> - braising - simmering - steaming - blanching. <p>a. list and apply the principles of good cookery</p> <ul style="list-style-type: none"> - improving flavor - developing tenderness - improving color - proper carving - control of bacteria - safe storage. | | |

Notes:

Topic III: POULTRY

Generalization C: Methods used for cooking poultry are much the same as those used for cooking meat.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|--------------|--|--------------------|-----------|
| <p>1. Types</p> <p>(i.) Poultry</p> <p>(ii.) Game Birds</p> | | <p>The student will:</p> <p>a. identify and use correct procedures and equipment for preparing commonly used edible birds</p> <p>(i.) Poultry</p> <ul style="list-style-type: none"> - turkeys - chickens - ducks - geese - squabs <p>(ii.) Game Birds</p> <ul style="list-style-type: none"> - wild ducks - pheasants - partridges - quail - grouse. <p>b. list criteria for grading and selecting birds.</p> | | |
| <p>2. Dressings</p> | | <p>a. use correct procedures in the preparation of dressings and stuffings suited to each type of bird.</p> | | |

Notes:

Topic IV: SAUCES, SOUPS, SALADS, AND VEGETABLE DISHES

Generalization D: The wide range of food preferences exhibited by restaurant customers requires that the chef be competent in the production of a wide variety of sauces, soups, salads and vegetable dishes.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|--------------|--|---|-----------|
| 1. Sauces are served with foods to complement them. | 10 hrs. | The student will: a. prescribe sauces to complement a variety of dishes. b. prepare a variety of sauces. | Preparation and service of many sauce varieties to be served with appropriate dishes. | |
| 2. Soup Preparation | 10 hrs. | a. prepare soups of all varieties that are both wholesome and nutritious. | Preparation and service of soups, salads, and vegetable dishes. | |
| 3. Salad Preparation | 10 hrs. | a. prepare many salads that are colorful, nutritious, and appealing. | | |
| 4. Vegetable and Potato Preparation | 10 hrs. | a. prepare vegetable and potato dishes that have desirable characteristics of color, form, and texture and which are nutritious and delicious. | | |

Notes:

Topic V: BEHAVIOUR

Generalization E: Appropriate behaviour is necessary for advancement in the field of personal services.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Service to the Public | 10 hrs. | The student will: a. exhibit behaviour which is compatible with the concept of service to the public. | | |

Notes:

VI. FOOD PREPARATION

6. Food Preparation 32B

(Baking and Decorating)

INTRODUCTION

In this module the preparation and decoration of cakes, cookies, pastries, yeast goods and desserts will be given priority.

I. OBJECTIVES

The objectives of Food Preparation 32B are:

1. To introduce the students to the principles and practices underlying the quality production of cakes, pastries and yeast goods.
2. Provide students with practice in baking.
3. Allow students to develop some basic cake decorating skills.

II. CONTENT SUMMARY

1. Baking ingredients
2. Cakes, pastries and yeast doughs
3. Decorating and filling cakes, yeast goods and pastries
4. Desserts

III. REFERENCES

- Amendola, Joseph. *The Bakers' Manual*. Ahrens Publishing Co. Inc., New York, 1962.
- D'Ermo, Dominique. *The Modern Pastry Chef's Guide*. Harper & Row, New York.
- Haines. *Food Preparation for Hotels, Restaurants and Cafeterias*. McCutchan Publishing, 1974.
- Phillips, Bert J. *The Pastry Chef*. A. S. Barnes Co. Inc., New York, 1965.
- Sultan, William J. *Practical Baking*. The AVI Publishing Co. Inc., Westport, Connecticut, 1965.
- Wilton, McKinley and Norman. *Modern Cake Decorating*. Exposition Press, New York.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Career Field: Personal Services

Topic I: BAKING INGREDIENTS

Major: Food Preparation

Generalization A: Successful baking depends upon a knowledge of the properties that baking ingredients exhibit under various conditions.

Course: 32B
Baking & Decorating

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| <p>1. Flour</p> <p>2. Shortenings</p> <p>3. Leavening Agents</p> | | <p>The student will:</p> <p>a. explain the composition and types of flour.</p> <p>b. describe the methods of manufacture and blending.</p> <p>c. explain the function of gluten.</p> <p>a. identify the different types of shortening and describe the uses for each in baking</p> <ul style="list-style-type: none"> - animal - vegetable. <p>a. describe the function of leavening agents in baking</p> <ul style="list-style-type: none"> - air - steam - chemicals <ul style="list-style-type: none"> - soda - baking powder - yeast. | | |

Notes:

Topic I: BAKING INGREDIENTS (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| 5. Flavoring and Spices | | <p>The student will:</p> <p>a. describe the different types of flavorings and spices and their uses</p> <ul style="list-style-type: none"> - chocolate and cocoa - spices - extracts - emulsions. | | |

Notes:

Topic II: CAKES, PASTRIES AND YEAST DOUGHS

Generalization B: Cakes, pastries and yeast doughs of different types are obtained by varying the ingredients and methods of mixing.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| 1. Ingredient Functions (i.) Composition of Ingredients (ii.) Cake Ingredients (iii.) Pastry Ingredients (iv.) Yeast Dough Ingredients | 8 hrs. | The student will: a. list the standard ingredients of - cake batters - pastry doughs - yeast doughs. b. explain the functions of the standard ingredients in - cake formulas - pastry doughs - yeast doughs. | | |
| 2. Altitude Adjustments | 4 hrs. | a. construct cake recipes for various altitudes. | | |
| 3. Cake Mixing Methods | 20 hrs. | a. list the standards for cakes mixed by each of the mixing methods. b. demonstrate and/or explain the preparation of a cake by each of the mixing methods - conventional - blending - foam and sponge - cake mixes. | | |

Notes:

Topic II: CAKES, PASTRIES AND YEAST DOUGHS (Continued)Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 4. Pastry Making Methods | | <p>The student will:</p> <ol style="list-style-type: none"> a. compare and contrast the crusts produced by the different methods. b. demonstrate or explain the making of pastry <ul style="list-style-type: none"> - mealy pastry - short pastry - flaky pastry - puff pastry - hot water pastry - choux pastry. | | |
| 5. Yeast Doughs | 20 hrs. | <ol style="list-style-type: none"> a. describe the types of yeast dough products prepared from <ul style="list-style-type: none"> - lean doughs - sweet doughs - roll-in doughs. b. demonstrate or explain the preparation of each of the foregoing types of yeast dough. | | |

Notes:

Topic III: DECORATING AND FILLING CAKES, YEAST GOODS AND PASTRIES

Generalization C: Cakes, yeast goods and pastries can be prepared in a wide variety because of shapes, sizes, fillings, frostings and decorations that can be utilized.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| 1. Panning and Proofing | 2 hrs. | The student will: a. utilize correct panning and proofing procedures. b. list a variety of shapes and types that can be produced. | | |
| 2. Fillings | 8 hrs. | a. demonstrate and/or explain the preparation of fillings - pastes - jams and jellies - fruit - custards - cream - chiffon. b. demonstrate and/or explain appropriate and proper utilization of fillings in cakes, yeast and pastry goods. | | |
| 3. Icings and Frostings | 12 hrs. | a. list the functions of icings and frostings. | | |

Notes:

Topic III: DECORATING AND FILLING CAKES, YEAST GOODS AND PASTRIES (Continued)

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| | | <p>The student will:</p> <p>b. demonstrate and/or explain the preparation of the different types of icings and frostings</p> <ul style="list-style-type: none"> - butter cream - fondant - flat (water) - boiled - fudge - royal. <p>c. demonstrate some skill at icing and decorating cakes.</p> | | |

Notes:

Topic IV: DESSERTS

Generalization D: Desserts are popular foods that offer a final touch of satisfaction to a meal.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Dessert Production | 30 hrs. | <p>The student will:</p> <p>a. demonstrate and/or explain the preparation of many types of desserts including</p> <ul style="list-style-type: none"> - cream puddings - custards - gelatin desserts - cobblers and crisps - charlottes - frozen desserts - meringues - steamed puddings. | | |

Notes:

VI. FOOD PREPARATION

7. Food Preparation 32C
(Kitchen Management)

INTRODUCTION

Food service management, like other management situations consists of carrying out the functions of an establishment to satisfy the needs of the consumer and earn a profit for the investor. In this module the students will study sanitation, food processing, nutrition, purchasing, storing and control of kitchen inventory.

The module may be taught for 5 or 10 credits, allowing time for students to gain some experience in industry under the work study plan.

I. OBJECTIVES

The objectives of Food Preparation 32C are to:

1. Give students the opportunity to learn the tasks, techniques and skills required by the manager or chef of a kitchen, or the owner of a small food establishment.
2. Allow students to learn basic management skills and techniques applicable to many situations.

II. CONTENT SUMMARY

1. Managing the kitchen
2. Nutrition
3. Purchase, storage and control of kitchen supplies
4. Planning work activity
5. Cost control and menu pricing
6. Serving food
7. Worker's Compensation Board

III. REFERENCES

- Morgan. *Supervision and Management of Quality Food Preparation*. McCutchan Publishing, 1974.
- Smith, Evelyn E. *A Handbook on Quantity Food Management*. Burgess Pub. Co., Minneapolis, Minn., 1961.
- Stokes, John W. *Food Service in Industry and Institutions*. Wm. C. Brown Co. Publishers, Dubuque, Iowa, 1960.

Weiss, Edith and Hal. *Catering Handbook*. Ahrens Pub. Co. Inc., New York, 1971.

Wenzel, George, L. *Wenzel's Menu Maker*. MacLean-Hunter Pub., 1966.

IV. CONTENT

Generalizations, concepts and behavioural objectives are outlined on the following pages. Teachers are expected to develop additional behavioural objectives and activities to supplement the identified content and maintain relevancy.

Topic I: MANAGING THE KITCHEN

Major: Food Preparation

Generalization A: The chef of a food production unit must plan and supervise the production and service of food that will attract customers, realize a profit and be nutritious. In order to meet the foregoing objectives, a knowledge of kitchen management is essential.

Course: 32C
Kitchen Management

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|---|--------------------|-----------|
| 1. The Food Establishment (i.) Cleaning (ii.) Sanitation (iii.) Safe Food (iv.) Safe Workers (v.) Management Responsibilities | 10 hrs. | The student will: a. discuss and apply standards safety and cleanliness as required by the Department of Public Health. b. explain both cleaning and sanitation. c. as a group construct a cleaning program for a kitchen. d. explain - safe food - safe workers. e. construct and apply a cleaning check list. f. discuss training of new employees. | | |

Notes:

Topic I: MANAGING THE KITCHENGeneralization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--|--------------|--|--------------------|-----------|
| 2. Food Processes. (The chef must have an understanding of current and new methods of food processing and grading.) | 8 hrs. | The student will: a. list and explain food processing techniques - drying - canning - freezing - freeze-drying - irradiation - pickling - preserving. | | |
| 3. Canada Department of Agriculture Standards and Grades | 8 hrs. | a. list the standards applied to the grading of each of - canned food - fresh fruit and vegetables - frozen fruit and vegetables - fish, fresh and frozen - meats, fresh and frozen - poultry, fresh and frozen - dairy products. | | |

Notes:

Topic II: NUTRITIONGeneralization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|-----------------------------|--------------|--|--|-------------|
| 1. Nutrition and Body Needs | 20 hrs. | The student will: <ol style="list-style-type: none"> a. list the dietary functions of <ul style="list-style-type: none"> - carbohydrates - fats - protein - vitamins - minerals - water. b. with references, compose menus for specific diets. c. without references, compose menus that meet Canada's Food Guide. | Study of nutrition. Visits to hospital special diet kitchens. Talks by dieticians and home economists. Visit to health store. | Film "Menu" |
| 2. Food Additives | 2 hrs. | a. discuss food additives. | | |
| 3. Health Foods | 2 hrs. | a. discuss the growth in the health foods industry and the reasons for it. | | |

Notes:

Topic III: PURCHASE, STORAGE AND CONTROL OF KITCHEN SUPPLIESGeneralization (Continued)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--|-----------|
| 1. Purchasing Supplies | 10 hrs. | <p>The student will:</p> <p>a. list possible suppliers of items essential to the operation of a food service unit</p> <ul style="list-style-type: none"> - kitchen hardware - dairy products - fruits and vegetables - fresh meats - frozen foods - canned and dried foods - paper goods - cleaning supplies. <p>b. specify preferred wholesalers on the basis of quality, price and convenience.</p> | | |
| 2. Storage of Supplies | 4 hrs. | <p>a. explain how best to store foods and other kitchen supplies.</p> <p>b. explain when to order foods relative to keeping qualities, menu use and storage space available.</p> | Students will spend a period of time operating as kitchen storeroom clerk. | |
| 3. Control of Supplies | 4 hours | <p>a. discuss necessity for stock control.</p> | | |

Notes:

Topic III: PURCHASE, STORAGE AND CONTROL OF KITCHEN SUPPLIES (Continued)Generalization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|--------------------|-----------|
| | | <p>The student will:</p> <p>b. apply methods for receipt of stocks and stock control methods.</p> | | |

Notes:

Topic IV: PLANNING WORK ACTIVITYGeneralization (Continued)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|-----------------|---|--|-----------|
| 1. Planned Work Activity Is Most Productive | 4 hrs. | <p>The student will:</p> <ol style="list-style-type: none"> a. discuss planning of work activity, for the individual and for the group. b. demonstrate planned work activity. c. plan a work schedule. | <p>Planning of preparation schedules for various menus.</p> <p>Planning work to save steps.</p> <p>Planning work stations and kitchen-dining room areas.</p> | |

Notes:

Topic vs COST CONTROL AND MENU PRICINGGeneralization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---|--------------|--|--------------------|-----------|
| 1. Costs Incurred in a Food Service Operation | 10 hrs. | <p>The student will:</p> <p>a. list food service operation costs</p> <ul style="list-style-type: none"> - food - labour - rent - utilities - advertising - cleaning - maintenance - debt charges - other costs. <p>b. contrast food service operation costs for various types of units, e.g. Drive-in vs. atmosphere of restaurant.</p> | | |
| 2. Recipe Costing | 6 hrs. | <p>a. compute recipe costs for 25, 50, and 100 standard size portions.</p> | | |
| 3. Controlling Costs | 6 hrs. | <p>a. explain</p> <ul style="list-style-type: none"> - portion control - how it works - why portion control is necessary. | | |

Topic V: COST CONTROL AND MENU PRICING (Continued)Generalization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 4. Menu Pricing | 6 hrs. | <p>The student will:</p> <ul style="list-style-type: none"> b. construct menus that minimize waste and spoilage. c. practise stock control. d. discuss theft, its effects, implications and control. a. price menus for simulated situations using costed recipes. | | |

Notes:

Topic VI: SERVING OF FOODGeneralization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 1. Serving of Food | 12 hrs. | <p>The student will:</p> <p>a. explain each service method</p> <ul style="list-style-type: none"> - take out - in car - counter service - cafeteria service - smorgasbord - buffet - French buffet - American service - Russian service - French service - English service - banquet service - room service. <p>b. construct menus suited to service methods.</p> <p>c. specify service method for situations and groups of people.</p> | | |
| 2. Menu Planning | 10 hrs. | <p>a. explain how each of the following impinges on menu planning</p> <ul style="list-style-type: none"> - nutrition - purchasing and storing | | |

Notes:

Topic VI: SERVING OF FOOD (Continued)Generalization Continued

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--------------------|-----------|
| | | <ul style="list-style-type: none"> - arrangements - staff and equipment - food and labour costs - methods of service - desired profit percentage. | | |

Notes:

VI. FOOD PREPARATION

8. Food Preparation 32D
(Open Module)

INTRODUCTION

The final module in the Food Preparation major is open to students who have completed all of the preceding modules.

The 125 hours of instruction time available in this module may be used to:

- a. Provide greater depth to a module taken previously in the sequence. Individual students, groups of students or the whole class may elect to study an area in depth.
- b. Engage in actual food service work on the job supervised by the Food Preparation teacher and a chef on the job.

